

Truancy Assessment Form & Work Plan

Section A - DEMOGRAPHIC INFORMATION

Name of Student: _____
First Name Last Name Middle Initial

Grade: _____ Age: _____ Sex: ☐ Male ☐ Female Ethnicity: _____

School Name: _____ Days Absent: _____ # of required school days _____

Referred by: ☐ Teacher ☐ School ☐ Parent ☐ Court ☐ Community ☐ Other _____
Date of Referral: _____
MM/DD/YY

Name and signature of person completing form

Section B - TYPE OF TRUANT

Check one box that applies to the student based on a discussion with the student.

Note: It is more effective if you can have conversations with the parent and school officials as well to determine what type of truant the student is. Categories based on work of Reid, 1999, 2000.

Type of truant based on **Student Self-Report**

- ☐ Specific lesson absence,
- ☐ Post registration truancy,
- ☐ Parental-condoned truancy,
- ☐ Other: _____

Type of truant based on **School Self-Report**

- ☐ Specific lesson absence,
- ☐ Post registration truancy,
- ☐ Parental-condoned truancy,
- ☐ Other: _____

Type of truant based on **Parent Self-Report**

- ☐ Specific lesson absence,
- ☐ Post registration truancy,
- ☐ Parental-condoned truancy,
- ☐ Other: _____

Section C - CATEGORIES OF TRUANT

From the list provided check one box that applies to the student you are interviewing.

Note: This information will tell you the reasons or conditions that influence the student's decision to truant and where you can discuss possible changes with him/her and the school.

- ☐ **Traditional** (shy, low self-concept, misses because of school **social conditions**)
- ☐ **Psychological** (laziness, illness, fear, miss school for **emotional reasons**)
- ☐ **Institutional** (leader, miss school because of reasons related to the **school itself**)
- ☐ **Generic** (haphazardly misses school for **different reasons including home and family reasons**)
- ☐ **Recreational** (misses school for reasons of pleasure or **to avoid an activity or task at home or school**)
- ☐ **Life-style truants** (Marginal member, misses school because **has no bond to it**)

Assessing the problem

Directions: In this section take a few minutes and simply talk with the student to find out their perceptions of the problem

Note: Based on their answers you will get at their level of motivation and what problems need to be addressed immediately as well as in the short term.

☐ How do you feel about school? (i.e. Good, Bad, Sad, Happy, Disconnected, etc.)

☐ What do you think could be done to help you feel better about school?

☐ Who would you like to help you feel better about school?

☐ Do you think we can help you do this in 3months?

☐ Are you willing to try to make these changes?

Determining the Needs

Let's list some of the issues you think keeps you from attending classes all the time?

1)

2)

3)

Determining the Resources

Let's list some of the resources you think you would need to help you attend classes all the time?

1)

2)

3)

Overall Report of the Truant

This section of the report combines the type and categories based on the ✓ marks above to identify the person with whom you working. This will help you tailor a plan to meet the needs of the student and create gradual change in behavior.

Directions: Review the types and categories checked off above and write up one statement about the current behavior of the child in regards to their truancy (by truancy we mean the full picture of their attendance, attitude, and achievement).

STATEMENT OF WORK RESPONSIBILITY

Weekly Action Plan – (E.g. Lesson Absent Truant)

Week 1 Goal:
Action steps: 1)
2)
3)
Week 2 Goal:
Action steps: 1)
2)
3)
Week 3 Goal:
Action steps: 1)
2)
3)
Week 4 Goal:
Action steps: 1)
2)
3)

Weekly Report Sheet

Name of Student: _____

Name of Mentor/ Case Worker: _____

Date: _____

Week 1 Goal:

Action Steps 1)

2)

3)

Summary of Week 1 Accomplishments:

Summary of Week 1 Challenges:

Summary Plan for Week 2 Change: